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ABSTRACT

An evaluation was made of two Nigerian pilot junior secondary schools, established in accordance with the directions of the National Policy on Education, which advocated that pre-technical/vocational subjects be given equal weight with academic studies. It was felt that such policy would make education functional and relevant to the Nigerian situation, and produce an adequate number of technicians required for industrial and economic growth. Data were collected at the two schools by means of observation and questionnaires submitted to 240 students, all of the teaching staff, and 20 public officers from the two areas where the schools are located. Findings revealed that the laboratories/workshops were not well equipped to implement the new program, which greatly emphasized technical/vocational subjects. Except for certain subjects, it was found that the two schools were adequately staffed with qualified teachers, and that career guidance and counseling services were provided in both schools. It appeared that students showed considerable interest in the subjects. Recommendations were made for improving the implementation of increased technical education at this level of schooling. (JD)

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JOHN DATOEGOEM DASHE:

AN EVALUTION OF GOVERNMENT PILOT JUNIOR SECONDARY SCHOOLS PROJECT IN PLATEAU STATE - NIGERIA.

1982

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AN EVALUATION OF GOVERNMENT PILOT JUNIOR SECONDARY SCHOOLS PROJECT IN PLATEAU STATE - NIGERIA.

BY

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SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE POST-GRADUATE DIPLOMA IN SYSTEMATIC CURRICULUM DEVELOPMENT.

FACULTY OF EDUCATION,
UNIVERSITY OF NAIROBI
KENYA.

AUGUST, 1982

APPROVAL PAGE

FACULTY OF EDUCATION
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The undersigned certify that they have read and recommend to the faculty board of Education for acceptance, a project entitled "AN EVALUATION OF GOVERNMENT PILOT, JUNIOR SECONDARY SCHOOLS PROJECT IN PLATEAU STATE - NIGERIA" submitted by JOHN DATOEGOEM DASHE, in partial fulfilment of the requirements for the Award of Post-Graduate Diploma in systematic curriculum Development.

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Research supervisor

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ABSTRACT

This study was designed to evaluate the two pilot Junior Secondary Schools of Plateau State Government. The two schools are the types advocated by the national Policy on Education where pre-techencial/ Vocational subjects will be given equal weights with academic subjects. The need for this kind of study can not be over emphasised. For there is need for those who are concerned with the programme to be informed whether the implementation of the programme is going on satisfactorily or not.

Data collected from form III students and teachers of the two schools. were analysed by means of Tables and percentages to accept or reject the four assumptions formulated for the study.

The study revealed that some of the basic requirements for implementing the new policy were not being met in the two schools.

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Finally I wish to thank my wife and children for their kind patience.

DEDECATION

To

My wife, children

Late N. Baka, C. H. Habu

Natong Datoegoem and my parents.

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CHAPTER 1

1.0 INTRODUCTION.

BACK-GROUND OF THE STUDY.

Nigeria has always wanted an education that would be functional and relevant to her national needs and aspirations especially after gaining political independance. The present educational system and its products have been criticised by many eminent Nigerians as not serving the needs of the country as it should. This is because the education brought to the country was not to serve the needs and aspirations of the country, but those of the missionaries who brought it and later the colonial government.

Also the education introduced either neglected or did not take into account what Professor A. Babs Fafunwa calls "job orientation" of African traditional education (History of Education in Nigeria page 15) Rather a literary education with its emphasis on certification, was introduced to Nigeria.

The commission on higher education notes with concern this literary tradition of our education. It states.... "the first Western Schooling brought to Nigeria was a literary education and once civil rule was established, the expatriate administrators were graduates most of them in Arts. And so the literary tradition and the University degree (and cerficates mine) have become indelible symbols of prestige in Nigeria" (quoted in History of Education in Nigeria page 175). This literary education has affected the country adversely. For example, in the past and even up-to the present time, many Nigerians regard those who go to Technical/Vocational schools as low achievers. Even in a secondary school where technical/vocational subjects exist side by side with academic subjects, those who opt for technical/vocational subjects are looked down upon as being poor academically.

The authors of Sierra Leone Education Review also found that Sierra Leonians have the same attitude towards technical/vocational education. They write ...." on the whole pupils in vocational schools and vocational streams of secondary schools are regarded as low achievers. In the view of staff, parents, and pupils, entry into technical and vocational education is almost synonymous with mediocrity". (Sierra Leone Education Review all our future page). Thus the "job orientation" aspect of the African traditional education already referred to was lacking in the educational system introduced.

Hence the charge by many Nigerians that the educational system was bookish, theoretical elitists with its aversion to manual work and technical education and therefore geared towards white collar jobs. More over the educational

system made Nigerians alien in their country because it paid little or no attention to Nigeria's cultural heritage. There was therefore need for the educational system of the country to be thoroughly reformed to bring it in line with Nigeria's status as an independent country. The Federal Government therefore adopted a National Policy on Education which is deemed to be in accordance with Nigeria's wishes and aspirations due to come into effect in the 1982/83 academic session.

The new system according to the authors of the new policy would make education functional and relevant to Nigerian situation and therefore serve the needs and aspirations of the country in terms of rapid economic, political and social developments. Although the National Policy on Education indicates among other things, a philosophy of Nigeria education and the objectives of education at all levels, in this project attention would be focussed only on secondary education particularly at the junior secondary level.

As pointed out above, when the new system becomes operational, it will affect the entire educational system of the country. For example, under the new system, primary education will be of six years duration through-out the whole country instead of the variations that existed before. Secondary education will be also of six years duration divided into three years junior and three years senior instead of the present five years. After completing secondary school, students who are capable will spend four years at the University. Thus the new policy is usually referred to as the 6,3,3,4 system.

The Plateau State Government always at the fore front of innovative ventures, decided in September, 1979 to establish two pilot junior secondary schools in the State. The two schools were not only to be the proto-types of the junior secondary schools to be established, but were to serve a number of purposes. In the first place the pilot schemes were to be a yard stick to monitor the effects of such schools on the teachers, pupils, parents and the general public.

In the second place, the pilot schools were to serve as pointers to the problems inherent in implementing such schemes especially when the emphasis is on pre-technical and vocational subjects. For example, the secondary modern schools established in the former Western Nigeria in 1955 apparently failed because of a number of reasons among which were lack of qualified teachers and equipment to implement the schemes.

On the whole the pilot junior secondary schools were established to enable the State Government to know in advance the likely problems and issues to be faced in terms of finance personnel guidance and counselling instructional materials/equipment and also in terms of the parents' acceptance of pre-technical /vocational subjects being offered by their children. It is these two pilot secondary schools that are going to be evaluated.

1.1 STATEMENT OF THE PROBLEMS.

In an attempt to evaluate a programme which is aimed at uplifting the whole social set up of people as the 6, 3, 3, 4 programme is out to achieve for Nigeria, one runs into a lot of problems. This is well illustrated in "Education for Innovation" edited by Professor E. A. Yoloye, where the problems was liken to that faced by six blind Hisdustani after each had explored a different part of the elephant. According to the authors of the book, "the elephant was in fact all of what they (blind men) described and a lot more. So it is with evaluation". (Page 1 - 2.) In fact they did not stop there but went on to say that one should state " ..... what aspect one is concerned with, but also to give recognition to the fact that there is a lot more to evaluation beyond what is thus defined (page 2)".

In the light of the above, the problem of this study is to evaluate the programme of the two pilot Junior Secondary Schools of Plateau State Government to see how close they (Schools) have come to fulfilling the National Policy on Education's requirements for such schools. In order to carry out the study, the following basic assumptions are formulated.

(1) That the two schools are sufficiently equiped to implement the new system of education laid down in the National Policy on Education in terms of classrooms, laboratories/workshops, Intructional materials/equipment.

(2) That teachers have been trained in adequate numbers to implement the programme.

(3) That effective guidance and connselling services are provided in the two schools as laid down in the National Policy on Education, to enable the students to make correct career choices.

(4) That exposing students to this new system will result in students being technically/vocationally inclined in terms of the choice of subject combinations and therefore in the choice of careers that are technically oriented.

1.2 PURPOSE OF THE STUDY.

The purpose of this study is to contribute to the over all improvement of the new educational programme now being implemented in Plateau State. This would be done by making information based on findings available to curriculum developers, educational administrators/Planners and teachers in the field to enable them see if the new programme is succeeding or failing.

1.3 SIGNIFICENCE OF THE STUDY.

It is the intention in this evaluation to ascertain to what extent the aims and objection of the programme of the two pilot schools have been achieved or not achieved and to make appropriate recommendations. It is also hoped that the evaluation undertaken in the pilot schools willyield information which will be of use to the educational planners, administrators and curriculum developers in their decisions about implementing the programme over the whole State.

The information obtained may throw some lights on the programme as a whole especially how effective teachers have been in achieving the aims establishing the schools. The relevance or otherwise of instructional materials equipment as revealed by evaluation would go a long way in helping curriculum developers to modify the materials/equipment in the light of the findings. The information obtained would also be of interest to teachers in the field who would like to know how they are progressing with the new project.

To the curriculum developers especially, the study is going to be of great help because it would put at their disposal the information which they will need to heave in order to arrive at a rational and valid decisions in their work concerning the pilot schools, and also when it is implemented throughout the State. It is on this information that they would be able to see how effective or otherwise the curriculum they have developed, students' manuals, Teachers guides and the Instructional materials/equipment so that they can modify, restructure, or change completely some of the things that need modifying, restructuring or changing based on the findings.

1.4 REVIEW OF LITERATURE

The Junior Secondary Schools are going to be a new system when the implementation starts in September, 1982. What makes the system new is its emphasis on pre-technical/vocational subjects in the curriculum. This departure from the past is prompted by many reasons. For example, in June this year 1982, it is expected 2.1 million Universal Primary Education (UPE) products would graduate. These unprecedented number need to find places in post-primary Institutions. The Junior Secondary School system was meant for this.

In the National Policy on Education, it is stated that one of the aims of secondary school (junior inclusive) should "provide an increasing number of primary school pupils with the opportunity for education of a higher quality, irrespective of sex, or social religious and ethnic back ground (page 10)."

Another reason is that the products of the present Secondary schools find it very difficult to get a job. This is because of the literary nature of the educational system and its aversion to technical/vocational subjects. Professor A. Baba Fafunwa rightly points out that "one of the major defects in the Nigerian Educational System is the low priority accorded to technical and vocational education" (History of education in Nigeria page 175). But in the new system, emphasis is on diversification of the curriculum to take care of the many students that would find their way into Junior and Senior Secondary schools. Hence the emphasis on Technical/Vocational subjects. In short the new system of Junior Secondary School is "job oriented" to use the words of professor Baba Fafunway. The country is in a hurry to catch up with the "developed"ccuntries in terms of social, economic, political and industrial developments. One of the surest ways of doing so is to develop her technologies by training functional/technical personnel. Thus at the Junior Secondary schools functional education is to be provided both in academic and Technical and vocational fields.

As pointed out earlier our present educational system has produced people with theoretical knowledge but little practical skills. This view is supported by Aina and Beecroft. According to them ....."our trained engineers and technicians have failed to make anything work. The railways and the airways have both reverted to foreign control after twenty years of Independence. When the scenarios of dead telephones and black-outs reach their ultimate, expediency will outweigh National pride and both the post and telegraphs (P & T) and the National Electric power Authority (N.E.PA) will also be handed over to foreign management". (Perspectives of quantities and qualities in Nigerian education. A synthetic Report of the Bagauda Seminar September, 1 - 5, 1980 page 44).

Besides the incessant blackout by N.E.P.A. and the fact that telephones and water system do not work effectively in Nigeria, certain factors have added their weights in favour of including Technical/Vocational Education on the priority list. For example the civil war and its aftermath of reconstructing and the "oil boom" of the seventies which meant that the governments of the Federation had more money than ever before.

Therefore the period witnessed the take off of such gigantic projects as the construction of Kainji and Baganda dams, express highways, international airports and many othe s. Nigerians saw that the huge sums of money spent on these projects went into the pockets of foreign construction firms who possessed the technical know-how.

In the light of the above, it became evident that Nigeria's dream of greatness could not be realised untill she has produced adequate number of functional technicians and technologists required if there is to be any industrial take off on a grand scale. In the words of professor C. O. Talwo. ....." the reconstruction of Roads, buildings and the privision of communication and the general infrastructure for a sound economy revealed the need for greater attention to technical education." (The Nigerian education system past present and future page 169). For these reasons and others besides, the authors of the National Policy on ducation saw the need for a balanced education, that is education which would incorporate technical/vocational subhects with academic subjects. Hence the emphasis in the new system that when it comes into being in September, 1982, technical /vocation subjects would be offered throughout the Junior Secondary Schools in the Federation.

This study is therefore aimed at looking at the pilot programme of the new system for the reasons already given. As Ralph W. Tyler points out "comprehensive evaluative studies of innovations are clearly needed "(the schools and the chanlleage of innovation. page 76). Junior Secondary education is an innovation as far as Nigeria is concerned. There is need therefore for constant evaluation. Indeed we tend to agree with Ralph W. Tyler when he says that "Educational Evaluation is needed to furnish sound information as a basis for intelligent planning and public understanding of the programmes to increase the effectiveness and effeciency of Education".

(The schools and the challege of innovation page 76).

1.5 LIMITATION.

The study is limited to the two schools already mentioned. It should be mentioned that the study will not involve itself comparing the new programme with the old in order to make judgement on whether the new programme is a success or not.

It is to be noted that the two pilot schools are still at their temporary sites. This has affected adversely the implementation of the programme in no small way.

Also because of time factor, certain important aspects of the programme such as attitude change both in teachers and students as a result of the new programme would not be examined in any great details.

At the time of the administration of the teachers questionaire, all part-time teachers were on what is usually called "work to rule" or strike because they had not been paid their part-time allowances. The responses to the questionaire for the public was so poor because it coinsided with orientation courses for the National Review and Registration of eligible voters for 1983 general elections. Hence the information obtained could not be said to be a true representative of the estimated sample.

The instrument used for callecting the data was not perfect. Citizenship and Civil Responsibility can not be measured in the period at our desposal but must wait future research.

1.6 DEFINIATION OF TERMS

Evaluation.

An analysis of the academic content of courses offered.

PILOT. The two schools established earlier to monitor how the programme will run.

JUNIOR SECONDARY SCHOOL. In the new educational policy, it refers to the first three years of the secondary school system.

PLATEAU STATE. One of the nineteen states making up the Federal Republic of Nigeria.

NATIONAL POLICY ON EDUCATION. A federal Government Document adopted in 1977 containing the philosophy, aims and objectives which would affect the entire educational system of the country when it becomes operational in September, 1982.

CHAPTER II

2.0 DESIGN OF STUDY:

The purpose of the study as mentioned earlier was to evaluate the programme of the two government pilot Junior Secondary Schools located at Barakin Ladi and Kwanpe. The study was not aimed at testing any statistical hypothesis. But it was designed to prove the following assumptions:-

(a) That the two schools are sufficiently equiped to implement the new system of education laid down in the National Policy on education in terms of classrooms, laboratories/ workshops instructional material and equipment.

(b) That the teachers have been trained in adequate numbers to implement the programme.

(c) That effective guidance and counselling services are provided in the schools as laid down in the National Policy on education to enable the students to make correct career choices.

(4) That exposing students to this new system will result in students being technically/vocationally inclined in terms of the choice of subject combination and therefore in the choice of careers that are technically oriented.

2.1 SAMPLE PROCEDURE:

As mentioned earlier, there are only two of these pilot schools in existance at the time of the study. There was therefore no need for sample procedure as far as the choice of schools were concerned.

2.2 SAMPLE OF RESPONDENTS

SUBJECTS Two hundred and forty students of the two pilot schools were used. This represented the three streams of the final year students of the two schools. It was believed that these students having been in the system for three years, their opinion on the programme would be invaluable to the research.. Also used were all the teaching staff of the two institutions. However for the public officers that were used, a random selection method was employed. Ten officers each from the two local government council areas where the two schools are located were randomly selected from the hightest grade to the lowest grade.

2.3 DESCRIPTION OF RESEARCH INSTRUMENTS.

Besides the on the spot observation undertaken by the researcher, questionaire were designed to collect information from the subjects already named above. The students' questionaire, one of the three, consisted of four parts. In the general section, the student were asked to give information about their schools, and about themselves. In part A of the questionaire, students were asked to list the subjects they were offering as well as listing those they would want to study at a higher level.

In Part B. Questions were asked concerning the adequacy of teachers for the subjects they were offering. One important question in this section was the one dealing with the equipment of their laboratories/workshop. In the final section of the students' questionaire, (that is Part c), students were presented with questions requiring yes or No answers on various activities.

The important questions were those dealing with guidance and counselling services offered to them. See Appendix I.

The second questionaire - Teachers' questionaire - followed the same pattern as that of the students' questionaire.

In fact some of the questions were identical with those of students. For example, in part B of the teachers' were asked to comment on the equipment of the laboratories and workshops just as the students were asked to do. Part C of the questionaire dealt with teachers qualifications, their opinion on the supply of basic materials to the schools, and the provision of guidance and counselling services in the schools. See appendix II. The last of the questionaire, administered to local government/local education department officers was different from those desctibed. Here the researcher had three aims in mind. One was to know if they were aware of the impending reform of our educational system. Secondly the researcher wanted to know if they supported this idea of change. Thirdly if they agreed with the policy which lay great stress on Technical/Vocational subjects.

Here the officers were asked to agree or disagree with a question. (See appendix III).

2.4 PILOT STUDY

These questionaires were first administered to the students undergoing their Primary School supervision course at the Teacher Resource Centre. After this pilot testing, the questionaires were modified in the light of the responses given by the students and the final questionaire were drawn up.

2.5 DATA COLLECTION.

Mention has already been made about the on the spot observation undertaken by the researcher. This observations enabled the researcher to cross check information given both by the students and staff. After the construction of the questionaires in their modified form, the researcher distributed them in person to the subjects. The purpose of the study was explained to the staff, students and the Principals of the two schools by the Researcher. The same was done to the Local Officials. Having explained the purpose, the questionaired were administered in two phases.

(a) The first phase were administered to staff, and the students on the same day. Members of staff of the two schools were employed to assist in the administration of the questionaire to the students.

(b) The second phase was administered to the local government/ education department officers a week later. This was done by face to face contact with the officers. See figure I for rate of Response from Respondents.

The data collected were analysed by use of tables and percentages in an attempt to prove the assumptions of the study already stated.

In this chapter we were concerned with the method employed for collecting data and how the data collected were analysed. But detailed data analysis is discussed in the next chapter.

FIGURE 1

RATE OF RESPONSE FROM RESPONDENTS

	No. of Questionnaire Administered	No. of Questionaire collected					No of Questionaire not collected			% of Responses
		Kwanpe		Barakin Ladi			Kwanpe	B/Ladi	Total	
		Male	Female	Male	Female	Total				
STUDENTS	240	19	8	75	12	114	93	33	240	47.5
STAFF	40	4	2	6	3	15	11	14	40	37.5
LOCAL GOVT. OFFICERS	20	3	-	4	2	9	7	4	20	45.

CHAPTER III

3.0 DATA ANALYSIS.

In this chapter, the four assumptions formulated earlier would form the basis of data analysis.

3.1 ASSUMPTION I.

The first assumption is that the two pilot schools are sufficiently equiped to implement the new system of education laid down in the National Policy on Education in terms of classrooms, laboratories/workshops, Instructional materials/Equipment.

Tables' I(a) and (b) show that the students were of the opinion that the laboratories/workshops were not well equiped for the implementation of the programme. In fact 77% of them were of this opinion. The views of the students concerning the inadequacy of laboratories/workshops in terms of equipment were further confirmed by the teachers of the two schools. According to the teachers (80%) the laboratories/workshops were definitely not well equiped. (see tables' IIa and b). Table III presents a different picture. Here, besides the 40% of the teachers who thought that the Teachers" guides provided were adequate the majority of them (teachers) (93.3%) thought that even the basic material as the students' text books were lacking.

In view of the evidence given by the students and the teachers of the two schools, our first assumption could not be sustained. We must therefore reject our assumption.

Table n

Students opinion on laboratories/workshops equipment

	KWANPE	BARAKIN LADI	TOTAL	%
Very well equiped.	2	5	7	6.1
Well equiped	-	3	3	2.6
Equiped	4	6	10	8.8
Uncertain	-	6	6	5.3
Not very well equiped	21	67	88	77.2
Total	27	87	114	

Table I B

Summary of students' opinion on laboratories/workshops equipment

	KWANPE	BARAKIN LADI	TOTAL	%
Very well equiped to equiped	6	14	20	17.5%
Uncertain to Not V. well equiped	21	73	94	82.5
Total	27	87	114	

Table II (X)

Teachers' opinion on Labour Basic/workshops equipment

	KWANPE	BAPAKIN LADI	TOTAL	%
Very well equiped	-	- -	-	
Well equiped	-	-	-	
equiped	1	2	3	20
Not well equiped	2	3	5	33.3
Not very well equiped	3	4	7	46.7

(Xb)

Summary of Teachers' Opinion onLab/W.shops equipment

	KWANPE	BAPAKIN LADI	TOTAL	%
Equiped	1	2	3	20
Not very well equiped	5	7	12	80

Table III

Teachers' opinion on three basic materials supplied to the schools.

	Adequate			Not Adequate		
	Teachers' Guides	Students' Text books	Students Writing materials	Teachers Guides	Students Text books	Students Writing materials
Kwanpe	2	1	1	4	5	5
Barakin Ladi	4	-	2	5	9	7
Total	6	1	3	9	14	12
%	40	6.7	20	60	93.3	80

3.2 ASSUMPTION II

The second assumption States that the teachers have been trained in adequate numbers to implement the programme.

As far as the students were concerned most of the subjects offered in the two schools had adequate teachers. This is shown in tableIV. However certain subjects have not got adequate teachers. These include among others, vital subjects such as Business studies, comprising commerce, Accounting and office management, Physical and Health Educationand religious knowledge. It should be noted that one christian sect, provided a teacher to teach its members at the two schools. Table V shows the problem area. In the National Policy on Education, Physical and Health Education and Religious knowledge (both christian and Islamic) are very much emphasised.

Table VI shows at a glance the students population in the two schools and the staffing strength. In general term, the two schools could be said to be well staffed. For example, in Barakin Ladi. We had one teacher to seventeen students while at Kwanpe it was one teacher to twety one students. In terms of teachers' qualification Table VII shows that only three teachers out of a total of thirty nine (39) had qualifications less than the Nigeria Certificate in Education and Higher National Diploma,(NCE and HND).

The Rest (35) in the Nigerian context could be said to be qualified to teach in secondary schools. In fact, table VIII shows clearly that 87.2% of the teachers were quite qualified.

As seen from the evidence above, the two schools, excepting the problem area already noted, could be regarded as adequately staffed with qualified teachers. The evidence, with the limitation already noted, supported our assumption as being jusfified.

Table IV

Students' Opinion on the adequacy of teachers in the two schools.

	KWANPE		BARAKIN LADI	
	Adequate	Not Adequate	Adequate	Not Adequate
English Language	27	-	87	-
Mathematics	27	-	84	3
Technical Drawing	25	2	78	9
Building	26	1	80	7
Metal work	27	-	84	3
Wood work	25	2	78	9
Agric Science	27	-	87	-
Home Economic	26	1	84	3
Office Management	-	27	13	74
Accounting	-	27	7	80
Commerce	-	D7	11	76
Typewriting	26	1	76	11
Physical and				
Health Education	-	27	-	87
C.R.K/L.R.K.	5	22	17	70
Integrated Science	24	3	74	13
French	-	-	77	10
Social Studies	-	FORM II ONLY		-
Geography	27	-	87	-
History	27	-	87	-

Table V STAFF ADEQUACY, PROBLEM AREA.

	KWANPE		BARAKIN LADI	
	Adequate	Not Adequate	Adequate	Not Adequate
C.R.K/I.R.K	5	22	17	70
P. H. E.	-	27	-	87
Commerce	-	27	11	76
Accounting	-	27	7	80
Office Management	-	27	13	74

Table VI

Students population and staff strength

	KWANPE			BARAKIN LADI		
	No. of Pupils on Roll	No. of Staff	No. of Class	No of Pupils on Roll	No of Staff	No. of Classes
	345	9 + 8	9	357	22	9
Total	345	17	9	357	22	9

Table VII

Teachers' Qualifications

	KWANPE	BARAKIN LADI	TOTAL	%
M. A. and Above	1	1	2	5.13
1st Degress	5	8	13	33.33
N.C.E/H.N.D	9	12	21	53.85
Others	2	1	3	7.69
Total	17	22	39	

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Table VIII - 18 -

Summary of Teachers Qualification

	KWANPE	BARAKIN LADI	TOTAL	%
M. A. & Above	1	1	2	5.13
1st Degree, NCE, HND	14	20	34	87.18
OTHERS	2	1	3	7.69
TOTAL	17	22	39	

3.3 ASSUMPTION III

The third assumption is that effective guidance and counselling services are provided in the two schools as laid down in the National Policy on Education to enable the students make correct career choices.

One of the aims of secondary education as outlined in the National Policy on Education is to:- "diversify its curriculum to cater for the differences in talents, opportunites and roles possessed by or open to students after their secondary school course" (Page 10).

For students to make proper use of this opportunites, they (students) must be guided by those whose field is to help others. The same National Policy on Education States that " in-services education of teachers will continue to fill these gaps, eg .....; guidance and counselling .." (page 27). The authors of the National Policy on Education saw lack of effective guidance and counselling in our secondary schools as a serious gap which needs to be filled. Hence the need for in-servicing of teachers to fill that gap.

Our third assumption presupposes that since the pilot secondary schools to be the pro-to type of what the National Policy on Education is advocating there should be effective guidance and counselling services in the two schools. Table IX shows the opinion of the teachers on guidance and counselling services in the two schools. 40% of the teachers thought that guidance and counselling services in the two schools were in adequate. This can not be dismissed lightly.

In a structured questions presented in table x students were asked to tick either yes or no. The result presented shows the general views of the students to the five questions.

In the two schools, the students were of the opinion that their teachers helped them in and out of school and they (teachers) also helped them (student with their work.

Question "j" presents some problem. Where as 70% of Kwanpe students got some help on their career choice, only 49% of students in Barakin Ladi had such help. Again the opinion of students in the two schools were divided on the schools' authoritics being sympathetic to their problems. The majority of Kwanpe students belived that their school authority was sympathetic to their problem. For Barakin Ladi students however, the reverse was the case 50.6% of the students thought their school authority was not sympathetic to their problem.

This could reflect more the administrative styles of the two principals than any thing else. The majority of students in the two schools believed that getting employment after completing Junior Secondary Education was remote. (see table XI.

The teachers of the two schools were of the same view too.As shown in table XII 60% of the teachers of the two schools believed that less than twenty per cent of the students would find employment after completing their form III.

May be the freeze on employment by the Federal Government because of austerity measure and the educational level of the students could explain this low opinion on the products of the schools finding employment.

From the evidance gathered from both the students and teachers of the two schools, one could conclude that guidance and counselling services were being provided in the schools. We should therefore accept our assumption as justified.

Table IX

Teachers' opinion on Guidance and counselling services in the two schools.

,	Kwanpe	Barakin Ladi	Total	%
Very Inadequate	-	-	-	-
Inadequate	2	4	6	40
Uncertain	-	-	-	-
Adequate	4	5	9	60
Very adequate				

Table X

Effects of Guidance and Counselling on students

	"C" Your Teachers have been very helpful to you in and out of school.	%	"G" You are sure of employment when you leave school	%	"I" The school authority has always looked into your problem with sympathy.	%	"J" You got some advice on what you want to do when you leave school	%	"L" You have had enough help from your teachers in your work.	%
Yes	25	92.6	7	25.9	17	62.9	19	70.4	22	81.5
No	2	7.4	20	74.1	10	37.04	8	29.6	5	18.5
Total	27		27		27		27		27	
Yes	65	74.7	34	39.1	43	49.4	43	49.4	59	67.8
No	22	25.3	53	60.9	44	50.6	44	50.6	28	32.2
Total	87		87		87		87		87	

KWANPE
B/LADI

Table XI

Employment, opportunities students view

	YES	NO
Kwanpe	7	20
B/Ladi	34	53
Total	41	73
%	36	64

Table XII

Employment opportunities Teachers' view

	KWANPE	BARAKIN LADI	TOTAL	%
51% and above will find Employment	-	-	-	
41% - 50% " " "	-	-	-	-
31% - 40% " " "	-	-	-	-
21% - 30% " " "	1	5	6	40
Below 20% " " "	5	4	9	60

3.4 ASSUMPTION IV

The fourth and final assumption in this study is that exposing students to this new system will result in students being Technically/ Vocationally inclined in terms of the choice of subjects comination and therefore in the choice of careers that are technically oriented.

As mentioned earlier, the new system of education is aimed at introducing a balanced education. This means giving equal weights to academic/technical and vocational subjects. In table XIII 59.3% of Kwanpe and 48.3% of Barakin Ladi students indicated, by their choice of subject combination, that they were interested in Technical/Vocational subjects. This was very encouraging bearing in mind that the general feelings had been against technical/vocational education. It should be noted that when the new system becomes fully operational, this level (form III) would be terminal for the majority of the students until secondary education becomes compulsoty. Thus interest shown in Technical/Vocational subjects by these pilot students could be a postive pointer in the right direction.

Teachers of the two schools also confirmed that over 51% of the students in the two schools showed interest in technical/vocational subjects. In table XIV 53.3% of the teachers held this opinion.

The evidence given by the students themselves and teachers showed that an encouraging number of students were inclined to technical subjects. But whether these interests in technical/vocational subjects would lead to the choice of careers that are technically oriented could only be inferred. This may form the basis of another study after students have completed their senior secondary schools and have taken up employment. In view of the above evidence, we should accept our fourth assumption with the limitation already stated. This chapter has focussed its attention on the analysis of the data collected from the two schools.

The next chapter would deal with the findings and draw conclusions from them.

Table XIII

Choice of subject combination for further studies by form III students

Subject	Technical/Vocational subjects (Group A)		Other subjects (Group B)	
	KWANPE	BARAKIN LADI	KWANPE	BARAKIN LA I
Mathematics	1	2		
English Language			3	6
Tech. Drawing	2	8		
Building	3	8		
Business Studies	2	3		
Home Economics		7		
Wood work	3	6		
Metal work	3	5		
Agric Science	2	3		
P. H. E.			1	5
CRK/IRK				5
Integrated Science			2	7
French				3
Social Studies		Form II only		
Geography			2	10
History			3	3
Total	16	42	11	
%	59.3	48.3	40.7	

NB The choice of three or more of the subjects in group A, by a student is taken to mean an interest in Technical/Vocational subjects. It should be noted that a candidate needs to take a minimum of six subjects for his/her G. C. E. O/level and a maximum of nine subjects. See (table XIII).

Table XIV

Teachers' opinion on students' interests in technical/vocational subjects.

	KWANPE	BARAKIN LADI	TOTAL	%
Below 20% are Interested				
21% - 30% " "				
31% - 40% " "	-	1	1	6.7
41% - 50% " "	2	4	6	40
51% and above " "	4	4	8	53.3

CHAPTER VI

4.0 FINDINGS CONCLUSION AND RECOMMENDATION.

This study has focussed its attention on the evaluation of the two government pilot Junior Secondary Schools located at Barakin Ladi and Kwanpe. The aim of the study was to find out how close the schools have fulfilled the requirements of the National Policy on Education for such schools. Data collected, from one hundred and fourteen students (114), fifteen teachers (15) and nine (9) me-bers of the public where the two schools are located were analysed to support or reject the four assumptions formulated for the study.

4.1 Our first assumption was rejected based on the findings of the study, it was discovered that, though there were the physical classrooms called workshops laboratories, there were no equipment for them. As a result, those subjects which are very much emphasised in the National Policy on Education would not have been offered where it not for internal arrangement to use the Relevant Technology workshops. By this arrangement metalwork and wood work were offered using the workshops and tools of Relevant Technology. Thus the assumptions whic states that the two pilot schools are sufficiently equiped to implement the new system of education laid down in the National Policy on Education interms of classrooms, laboratories/workshops, instructional materials, equipment; had to be rejected.

4.2 The second assumption states that the teachers have been trained in adequate numbers to implement the programme.

It has been noted that for the successful implementation of any innovation in education, the quantity and quality of teachers are crucial. In the study it was noted that certain subjects had no teachers. These subjects included those emphasised in the National Policy on Education such as Business studies comprising commerce, Accounting, Office management, Physical and Health Educatio and Religious the problem area, the study revealed that the two schools were adequately staffed with qualified tachers. This assumption was therefore supported as being justified.

4.3 The evidence gathered in the two schools supported the third assumption which states that effective guidance and counselling services are provided in the two schools as laid down in the National Policy on Education to enable the students to make correct career choices.

In the study 40% of the teachers were of the opinion that guidance and counselling services were in adequate in the two schools. Thus, as noted could not be dismissed lightly. Hence verbal questions by the research revealed that the teachers thought of guidance and counselling services in terms of the counsellors having

offices to themselves, there was therefore in adequate guidance and counselling services in the schools. The study also revealed that students of the two schools were divided on the help they got on career choices and the way the school authorities treated their problems. The study also revealed that the students had low opinion on finding employment. This was confirmed by the teachers. One of the long term plans of the Junior Secondary School is to enable the students to be self employed at the end of the three years. But as we have noted, the Technical/Vocational aspect of the programme was not being effectively implemented. But for the overall success of the programme the need for effective guidance and counselling services can not be over emphasised.

4.4 Part of the assumption was justified by the findings but as noted, the other part needs further research into when the products have finally taken up employment. It was also gratifying to note that a reasonable number of the students indicated interest in Technical/Vocational subjects. The findings also revealed that not many students showed interest in Agricultural science. This is discouraging because emphasis is now on agriculture in an attempt to minimise our reliance on the importation of food from abroad.

As noted above, the fact that students showed interest in an area that was looked down upon is a great achievement for the programme.

4.5 SUMMARY OF FINDINGS.

1. In the two schools the laboratories/workshops were not well equiped to implement the new programme which lay great emphasis on Technical/Vocational subjects.

2. Excepting for certain subjects, the two schools were adequately staffed with qualified teachers.

3. Guidance and counselling services are provided in the two schools.

4. Students exposed to the new programme showed considerable interest in the Technical/Vocational subjects.

4.6 RECOMMENDATIONS.;

Although the State Government is to be congratulated for being the first in the country to experiment with the new system, certain steps should be taken to fore-stall any possible reversion to the old system.

1. Training of teachers of Technical/Vocational subjects should be understaken on a large scale. But for the time being local tradesmen and artisans should be employed to teach in these new schools.

2. The laboratories/workshops should be equiped with all the necessary tools and materials for the teaching of Technical/Vocational subjects.

3. Great emphasis should be given to the training of guidance counsellors at the Advanced Teachers Colleges in the State.

4. The new schools should not be allowed to function on temporary sites.

5. Short periods of in-services training for serving teachers in all the Junior Secondary Schools should be organized on a regular basis as the Teacher Resource Centre used to do for the pilot schools. (5) The Federal Government should think seriously about the examination system to be employed for assessing the students. Although continuous assessment is emphasised in the National Policy on Education for the new system, care must be taken to give Technical/Vocational subjects equal weighting in the examination.

7. Publicity campaigns should be mounted to enlighten the general public about the necessity of the change and to win support for it. It was one of the points very much stressed by those few public officers who returned the questionaire. (see question 6 Appendix III).

8. Research is also recommended to deal with other aspects of the programme such as attitude change and National consciousness as spells out in the National Policy on Education.

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APPENDIX I

RESEARCH INSTRUMENT

STUDENTS' QUESTIONAIRE.

A Research project on the Education of Government Pilot Junior Secondary Schools in Plateau State.

(1) INSTRUCTIONS.

Please answer the following questions correctly and to the best of your knowledge. You do not need to write your name, write only the name of your school and class as indicated below:-

GENERAL INFORMATION

(2) Name of school _____

(3) Class of students _____

(4) Age of student _____

(5) Sex of students Male ☐ ☐ Female Tick one (✓)

(6) State of origin _____

(7) Local Government Council _____

PART A (COURSE CONTENT)

(8) List the number of subjects you are offering in the schooL.

NO.	SUBJECTS	NO.	SUBJECTS
1.		2.	
3.		4.	
5.		6.	
7.		8.	

(9) (A) List the subjects you would want to pursue after completing the Junior Secondary School.

NO.	SUBJECTS	NO.	SUBJECTS
1.		5.	
2.		6.	
3.		7.	
4.		8.	

(b) Which of these subjects require the use of laboratories/workshops for practical work? List them below.

NO.	SUBJECTS REQUIRING LABORATORIES/WORKSHOPS
1.	
2.	
3.	
4.	

(10) Tick (✓) in the appropriate box if in your opinion the coverage of the subjects have been:-

- [ ] Very adequate
- [ ] Adequate
- [ ] Uncertain
- [ ] In adequate
- [ ] Very Inadequate

(11) Tick (✓) in the appropriate place how you would rate your subjects in terms of their usefulness to you.

NO.	SUBJECTS	EXTREMELY USEFUL	VERY USEFUL	USEFUL	OF LITTLE USE	NOT USEFUL
1.						
2.						
3.						
4.						
5.						
6.						

PART B (INFRASTRICTURE)

(12) Tick (✓) where you think appropriate if you have sufficient teachers fo the subjects you have listed in No. 7 above.

	Subjects	Teachers	
NO.		Adequate	Not Adequate
1.			
2.			
3.			
4.			
5.			
6.			

(13) In terms of laboratories/workshops equipment/materials, would you consider y school as being:-

Very well equiped ,	Well equiped,	equiped,	Uncertain,	Not well equiped

(13) Please tick YES OR NO in the spaces provided, to the following questions.

(a) You are satisfied with the course you have taken in the last three years.

YES	NO

(b) You have improved your competence in technical/vocational subjects

Yes	No

(c) Your teachers have been very helpful to you in and out of school

Yes	No

(d) You can successfully manpulate the machines/tools in the workshop

Yes	No

(e) You have had enough exposure to technical/vocational training techniques in the following:-

(i) Metal work | Yes | No |

(ii) Wood work | Yes | No |

(iii) Building | Yes | No |

(iv) Agriculture | Yes | No |

(v) Business studies | Yes | No |

(vi) Technical Drawing | Yes | No |

(f) Your studies and work have been quite difficult | Yes | No |

(g) You are sure of employment when you leave school | Yes | No |

(h) Workshop experience has been very helpful in helping with understand your subjects | Yes | No |

(i) The school authority has always looked into your problems with sympathy:

Yes	No

(j) You have got some advice on what you want to do when you leave school

Yes	No

(k) You find most of the subjects quite difficult to understand

Yes	No

(L) You have had enough help from your teachers in your work

Yes	No

(m) Your training is more of practical work than classroom experience

Yes	No

(n) You have had enough practice on the various tools/instruments used in the workshop | Yes | No |

(o) There are not enough equipment/materials for practical work

Yes	No

APENDIX II

RESEARCH INSTRUMENT

TEACHERS' QUESTIONAIRE

A Research project on the Evaluation of Government Pilot Junior Secondary Schools in Plateau State.

INSTRUCTIONS.

1. (a) Please note that the information given will be treated with the utmost confifentiality.

   (b) The information obtained will be used only by the researcher and those concerned with curriculum development at the university of Nairobi KENYA.

   (c) No name is needed

GENERAL INFORMATION.

2. Name of school .....
3. Number of classes .....
4. Number of classrooms .....
5. Number of students on rol .....
6. Number of staff (a) Permanent .....
   ((b) Part-time .....
   (c) N. Y. S. C. .....

PART A (COURSE CONTENT)

7. List the number of subjects offered in the school and their periods per week.

NO.	SUBJECTS	TOTAL PERIODS PER WEEK
1.		
2.		
3.		
4,		
5.		
6.		
7.		
8.		
2.		
10.		

(8) Which of these subjects do you teach? List them below.

NO.	SUBJECTS	PERIODS PER WEEK
1.		
2.		
3.		
4.		
5.		

(9) How many of these subjects require the use of laboratories workshops for practical work? List them below and their periods per week.

NO.	SUBJECTS	PERIODS PER WEEK
1.		
2.		
3.		
4.		
5.		

(10) Please rate the level content of the subjects you teach with a tick (✓) in the appropriate column.

Subjects	Extremely high	Very high	Satisfacory	Below Secondar school level	Very much below Secondary school level

PART B INFRASTRUCTURE

(11) Number of laboratories/workshops. (a) please specify the type of laboratories/workshops you have in the school.

NO.	TYPE OF LABORATORIES / WORKSHOPS
1.	
2.	
3.	
4.	
5.	

(b) Any other type?

Specity _____

(12) Mark with a tick (✓) in the box if in your opinion the lab

1. ☐ Very inadequate
2. ☐ In adequate
3. ☐ Uncertain
4. ☐ Adequate
5. ☐ Very adequate

(13) Mark with a tick ( ) where you think appropriate if in your own opinion the laboratories/workshop for the subjects already listed are:-

NO.	SUBJECTS	VERY WELL EQUIPED	WELL EQUIPED	EQUIPED	NOT WELL EQUIPED	NOT VERY WELL EQUIPED
1.						
2.						
3.						
4.						
5.						

PART C. (TEACHER EVALUATION)

(14) Your highest Qualifications: _____

(15) Your highest teaching Qualifications: _____

(16) Were you given any special training for this scheme? (Yes ✓ No)
Tick (✓) where you think appropriate.

(17) If the answer above is no, are you given any in-service course for the present?
Tick (✓) where you think appropriate.

1. ☐ Once a week
2. ☐ Once a fort-night
3. ☐ Once a month
4. ☐ Once a term
5. ☐ Once ayear.

(18) Tick (✓) in the column provided if in your own opinion you consider the following items as being:-

ITEMS	ADEQUATE	NOT ADEQUATE
Teachers guidance		
Students text books		
Students writing materials		

(19) Tick (✓) the number of leasons or work load per week where you think is appropriate.

1. ☐ Below 6 leasons per week
2. ☐ 7 - 12 " " "
3 ☐ 13 - 18 " " "
4. ☐ 19 - 24 " " "
5. ☐ 25 and above " "

(20) Tick (✓) where you think is appropriate on guidance and counselling services in the school.

1. ☐ Very in adequate
2. ☐ In adequate
3. ☐ Uncertain
4. ☐ Adequate
5. ☐ Very adequate

(21) What in your own opinion are the attitude of the students towards technical/vocational subjects being offered in the school? Tick (✓) the appropriate box.

1. ☐ Below 20% are interested
2. ☐ 21 - 30% are interested
3. ☐ 31 - 40% are interested
4. ☐ 41 - 50% are interested
5. ☐ 51% and above are interested

(22) Tick (✓) inappropriate box, what in your own opinion, are the chances of the pilot's products in terms of:-

(a) Further Education

☐ 51% and above will further their education
☐ 41 - 50% will further their education
☐ 31 - 40% will further their education
☐ 21 - 30% will further their education
☐ Below 20% will further their education.

(b) Taking up employment

☐ 51% and above will find employment
☐ 41 - 50% will find employment
☐ 31 - 40% " " "
☐ 21 - 30% " " "
☐ Below 20% will find employment.

APPENDIX III

RESEARCH INSTRUMENT

Local Government-local Education Department Officer's Questionaire.

A research project on the evaluation of Government pilot junior secondary schools in Plateau State.

Instructions.

a) You are not required to write your name, only write the name of your Local Government Council Area.

b) The information given will be treated with the utmost confidentiality

(i) L. G. C. _____

(ii) Age _____

(iii) Sex Tick (✓) whether male or female

Male ☐ Female ☐

(1) Is there a J. S. S. located in your L. G. C.?

Yes	No

(2) Indicate with a tick how long a junior secondary school is supposed to last.

The J. S. S. period lasts for:

☐ (i) 1 - 2 years

☐ (ii) 1 - 3 years

☐ (iii) 1 - 5 years

☐ (iv) Not certain

(3) The National Policy on Education lay great stress on Technical/Vocational subjects to minimise unemployment among our youth-do you agree with this idea?

Agree ☐

Disagree ☐

(4) Are these changes necessary in your own opinion?
Tick (✓) in box provided.

Yes	No

(5) Do you have sufficient information on the J. S. S.?

Yes	No

(6) Both Federal and State Governments need to publicing the new policy.

Agree	Disagree

(7) The J. S. S. programme is a new system of education in the country.

	Agree
	Disagree

(8) The Plateau State Government has started experimenting with this new system. Tick Yes or No in the appropriate place.

NO	YES

(9) Products of the J. S. S. need not continue their education after their course.

Agree	
Disagree	

(10) It will be possible for students to continue their education after completing the J. S. S.

Agree	
Disagree	